



The Hebrew University of Jerusalem

Syllabus

COUNSELING AND INTERVENTION IN STRESS AND TRAUMA - 3574

Last update 20-06-2018

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Early Childhood Graduate studies

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Hana Zur

Coordinator Email: hanaz@mail.huji.ac.il

Coordinator Office Hours: Wednesday 11.30-12.30

Teaching Staff:

Dr. Hana Zur

Course/Module description:

This course will focus on young children on the continuum of toxic stress and trauma. How to evaluate the developmental impact, and to identify typical behaviors these children, and providing tools for counseling intervention designed to assist the children in the family context and educational settings, in which these children were staying.

Course/Module aims:

The purpose of the course is to give professionals who work with children at risk, body of knowledge about risk factors and the consequences of stress and trauma, tools for identifying and evaluating the behaviors of these children, and research-based tools for counseling to parents and the intervene in educational settings .

Learning outcomes - On successful completion of this module, students should be able to:

- 1. to describe and define the characteristics of young children in situations of stress and trauma*
- 2. to identify the characteristic behaviors of children*
- 3. the risk factors and their effects*
- 4. to plan and propose ways of intervention effectiveness in different circumstances.*

Attendance requirements(%):

100

Teaching arrangement and method of instruction: class frontal lectures. self learning articals

Course/Module Content:

- 1. What is mental health in early childhood: the developmental characteristics.*
- 2. The effects of trauma and stress on children*
 - A. types of trauma.*
 - B. The causes of PTSD, and developmental trauma.*
 - C. symptoms and behaviors characteristic of children trauma*
- 4. Risk factors*

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5. Resilience factors-"Angels in the nursery".
6. Principles of counseling and intervention in situations of stress and trauma.

Required Reading:

- קרן, מ, הופ, ד, וטיאנו, ס. (2012). זה לא יעבור עם הזמן? מודן: בן שמן. פרק 11. עמ' 255-275.
ל חרוב, ירושלים מלאכים בחדר
הילדים: העברה בין
דורית של השפעות הורים מיטיבות, תרגם ממאמר של אליסיה ליברמן ופטריסיה ואן הורן ע"י שרה
ליפקין: מכון חרוב.
Crittenden, P. M. (1989). Teaching maltreated children in the preschool. *Topics in Early Childhood Special Education*, 9(16): 15-32.
Cook, A., Spinazzola, J., Ford, J. et al. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35 (5): 390-398.
Fantuzzo, J., Sutton-Smith, B., Atkins, M., Meyers, R. Stevenson, H., Coolahan, K., & et al. (1996). Community-Based resilient peer treatment of withdrawn maltreated preschool children. *Journal of Consulting and Clinical Psychology*, 64 (6): 1377-1386.
George, C. & Main, M. (1979). Social interaction of young abused children: Approach, avoidance and aggression. *Child Development*, 50 (2): 306-318.
Gewirtz, A. H. & Edleson, J.L. (2007). Young children exposure to intimate partner violence: Towards a Developmental risk and resilience framework for research and intervention. *Family Violence*, 22: 151-163.
Gloeker, L., & Cassel, J. (2012). Teacher practice with toddlers during social problem solving opportunities. *Early Childhood Educ J*, 40: 251-257.
Lieberman, A. F., Chu, A., Van-Horn, P. & Harris, W.W. (2011). Trauma in early childhood: Empirical evidence and clinical implications. *Development of Psychopathology*, 23: 397-410.
Thompson, R. A. (2009). Doing what doesn't come naturally. The development of self regulation. *Zero to Three*: 33-39.
Van der Kolk, B. (2002). Developmental trauma disorder. *Psychiatric Annals*, 35(5): 401-408.

Additional Reading Material:

- Dozier, M., Roben, C.K., Caron, E.B, Hoyer, J & Bernard, K. (2018). Attachment and Biobehavioral catch up: An evidence based intervention for vulnerable infants and their families. *Psychotherapy Research*, 28 (1), 18-29.
**Hughes, A.D. & Baylin, J. (2012). Brain- Based Parenting. Norton, N.Y, Ch.3
Blocked Care & How it Happens pp.81-92 באמצע
**Sciaraffa, M. A., Zeanah, P.D. & Zeanah, C.H. (2017). Understanding and promoting resilience in the context of adverse childhood experiences. *Early Childhood Educ. J*. July.

***Dozier, M., Roben, C.K., Caron, E.B, Hoyer, J& Bernard, K.(2018). Attachment and Biobehavioral catch up: An evidence based intervention for vulnerable infants and their families. Psychotherapy Research, 28 (1), 18-29.*

Course/Module evaluation:

End of year written/oral examination 100 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Home Written Exam.